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ABSTRACT

This study analyzes human resources for kindergarten in Egypt, focusing on the provision of kindergarten programs as part of the public education system and as part of the private sector. The report is organized in 10 parts. Following an executive summary and introductory remarks, the report provides an inventory of public and private kindergarten services. Next there is a description of teacher training programs at public universities. Following this, public and private Egyptian kindergartens, focusing on the type of training teachers receive, the kindergarten curriculum, teacher salaries, kindergarten as part of the primary education system, and costs of providing teacher education are described. The private sector nursery and kindergarten programs falling under the auspices of the Ministry of Insurance and Social Affairs is also discussed. The sixth section focuses on kindergarten programs offered through the private sector, including religious organizations, nongovernmental agencies, and commercial enterprises. This is followed by a discussion of the construction efforts to expand the number of kindergarten classrooms available. The eigth section presents projections of numbers and costs for achieving the goal of having 60 percent of eligible children in kindergarten by 2010. Next, the importance of the leadership and commitment of the Egyptian First Lady in promoting early childhood programs, the financial demands upon the government, the likelihood that the private sector will not be able to share half the burden of building and equipping kindergartens, and the possibility of stretching the timeline to reach the 60 percent goal are addressed. The tenth part of the document provides conclusions and recommendations, which include extending the time allotted for meeting the 60 percent goal to address areas of concern. The report's appendices include additional data tables and a list of persons met during the task mission to Egypt. (Contains 22 tables.) (KB)

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The World Bank

Arab Republic of Egypt

Review of Early Childhood Education and Human Capital Formation

Deliverable 3 (b)

A Report which examines linkages between education and workplace and roles of Government and private sector.

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World Bank
An Economic Analysis of Early Childhood Education / Development

Deliverable 3(b): A report which examines linkages between education and workplace and roles of Government and private sector.

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List of Abbreviations

ECE	Earlyhood Child Education
GAEB	General Authority for Educational Buildings
GOE	Government of Egypt
KG	Kindergarten
MISA	Ministry of Insurance and Social Affairs
MOE	Ministry of Education
MOHE	Ministry of Higher Education
NCCM	National Council for Childhood and Motherhood
NGO	Non-Governmental Organization
NSCE	North South Consultants Exchange
PPMU	Project Planning and Monitoring Unit of the World Bank
USAID	United States Agency for International Development

EXECUTIVE SUMMARY

The main purpose of this study is to analyze human resources for kindergarten in Egypt. The education sector has made remarkable strides under the country's leadership and the vision is to increase coverage of kindergarten children from 13 percent to 60 percent, with the responsibility for half of this increase being borne by the private sector. The team looked at the feasibility of this target, and also at the issue of overall targeting for the poor, since families with lower incomes would necessarily benefit more from kindergarten expansion programs. We also looked at the burden on the government, given current plans for expansion of the KG sector.

An examination of the data shows that the public is demanding kindergarten enrollment especially in the officially termed "experimental schools"; that is, programs that offer an exposure to other languages, English in particular. The rate of increase of enrollments has been much higher in the public sector than in the private sector, even though our analysis shows that over half (55 percent) the KG children are being catered to by the private sector. The number of children in the private "Arabic" KG system has actually declined by 10 percent in the last four years.

An analysis of the current human resource situation for KG and primary, in the public sector, shows that the rate of increase of men at the director/supervisor level in the public sector is quite high. This indicates that women are trailing behind quite dramatically in terms of being in decision-making positions. With regards to teachers in KG, the number of men is negligible.

The data show that social workers in regular government employment, dealing with KG but also other levels of education, have gone down by 21 percent in the last four years. In contrast, the number of social workers in contract positions has gone up by 205 percent in the last four years. This indicates a "deregularization" of the public sector workforce, which should have a beneficial effect on the government's budget. Although data for teachers was not thus desegregated, our discussions with government officials indicate that teachers are also being increasingly recruited on a contract basis rather than as permanent government employees.

At the same time, the number of higher-level ECE specialists have increased dramatically in the last four years, in both the public and private sectors, indicating the availability of these specialists as well as the demand for a more qualified workforce at the KG level.

The two main institutions for training kindergarten teachers are the public Universities in Alexandria and Cairo (Dokki). Most of the other ten public universities offer smaller ECE programs from divisions within their Faculties of Education. The aggregate total of graduates from these programs for 1999-2000 was 6,243. The cost per teacher approximates LE 4,500 (excluding capital costs). The teachers obtain graduate instruction at nominal tuition at the public universities, but go on to work in the private sector in large numbers implying that the government is indirectly subsidizing the private sector to a fairly

large degree. This factor raises the importance of targeting the poor in the provision of KG education, rather than an across the board subsidy for all students, the majority of them better off, since they are utilizing the fairly expensive private sector KG services.

On the other hand there is substantial burden on parents of children in the public sector, not just in KG but at all other levels. These children end up taking extra tuition, which their families can ill afford. Hence once again, across the board subsidization is simply extending additional benefits to those who do not require them, and additional costs on the poorer population of school going children. These distortions need to be addressed seriously by the Government of Egypt, especially since the leadership has played such a critical and positive role in getting education on the map in Egypt. The costs to the public would be less, and the benefits to individuals would be much greater if more emphasis is placed on targeting the poor and keeping that as a major objective in all educational planning. It would overall help the government achieve its laudable educational goals at a lower cost and with greater efficiency.

The goal of enhanced provision of ECE is very evidently high profile, and one indicator is the establishment of the Early Childhood Sector Council within the university system, which not only has participation from all universities but also has an eminent educator as the Director. Additionally, the National Council for Childhood and Motherhood, chaired by Mme. Mubarak, has played an eminent role in defining the vision for ECE and resolutely advocating for the fulfillment of this vision.

Our analysis shows that given the plans that are in place with the GAEB, the organization plans to construct almost 41,000 additional classrooms in ten years. The total classrooms needed to meet the 60 percent target, given a 35 student to class ratio is 46,000, thus leaving a much smaller balance for the private sector. However, we have not addressed in detail whether the financial resources will actually be available since that task has been undertaken in the financial and budgetary projections undertaken earlier under this study's task 4.

Assuming that the number of additional teachers needed will be the same as the number of additional classrooms, there certainly seems to be the capacity within the system to produce the teachers. The various ECE faculties were graduating over 6,200 new teachers every year, potentially leading to over 60,000 new teachers in ten years, more than the teachers needed to reach the 60 percent target. However, there is some concern whether the ECE faculties can have adequate quality controls on the training of such large numbers, given that from the Dokki program alone, 1200 students go out to practice teaching at kindergartens each week, a considerable number to be monitored by the Dokki staff.

A view alternate to training of additional teachers is that the already existing over supply of teachers at higher levels be retrained and utilized at the KG level. If the organizational restructuring factors can be smoothened for such a transfer to take place, this recommendation certainly should be taken into account. There is adequate capacity in the existing ECE faculties to provide shorter training courses for such a transfer of teachers to take place successfully. In addition, many NGOs are also conducting short term ECE training and can be usefully approached for such a program.

The team recommends that the time period for meeting the 60 percent target be enhanced for the following reasons:

- Maintaining of quality of teacher training is a must, especially given the large numbers required
- The overall scarcity of resources available for kindergarten education will be a limiting factor
- The distortions that exist in terms of unnecessary and untargeted subsidization of the private sector, in conjunction with undue costs on parents of children enrolled in the public sector need to be rationalized
- The general absence of coordination between the government and the various private sector organizations involved in KG is an unnecessary encumbrance. The latter are already responsible for over half of the children in KG, and the expectation is that they will continue to provide for half of the KG population in order to reach the 60 percent goal. Hence, their inclusion is essential in both the decision-making and the planning processes.

Overall, the elements of a successful strategy are in place, as is the sense of vitality and enthusiasm in the people we met, and we feel that more fine-tuning and coordination will greatly benefit the Government of Egypt in achieving its ECE goals.

1

INTRODUCTION

The main purpose of this study is to analyze human resources for kindergarten in Egypt. Under the leadership of President Mobarak, and the support provided to education by Mme. Mobarak, Egypt has made remarkable advances in getting children into school, and in keeping them there. Kindergarten was introduced as a part of the formal basic education system about a decade ago, and the Government of Egypt (GOE) places great emphasis on this subsector. In a recent symposium on early childhood education, Mme. Mobarak said "we hope to undertake a phased plan of action that will increase the percentage of children in preschool from 13 to 60 percent."[1] The planning is that the private sector would continue to provide for about 50 percent of the KG population in order to meet the targets, with the balance provided for by the public sector. This study will look at the planning that is occurring in order to meet the targets as well as present its own findings regarding the feasibility of the task.

[1] Symposium on Early Childhood Education, May 2001, Cairo

2

AN INVENTORY OF KG SERVICES

Table 2.1 presents the data for expansion of public and private kindergarten schools in the last four-year period. The Arabic schools offer a KG program in a primarily Arabic language environment, whereas the experimental schools are those offering languages other than Arabic. The increase of kindergarten schools in the "experimental" area has shown a larger rate of growth, demonstrating the demand of the public for greater exposure for their children to other languages, especially English. It should also be noted that the rate of increase is much higher in the public sector than in the private sector.

Table 2.1. Number of KG schools – public and private (excluding Al Azhar)

Type of School	1997-98	1998-99	1999-00	2000-01	Percent change*
Public Arabic	1,571	1,910	2,225	2,543	62
Public experimental	125	133	197	254	103
Subtotal	1,696	2,043	2,422	2,797	65
Private Arabic	850	853	840	859	1
Private experimental	291	304	326	335	15
Subtotal	1,141	1,157	1,166	1,194	5
Total	2,837	3,200	3,588	3,991	41

Source: Ministry of Education
Note: *Percent change over the four years under consideration

The following table presents data for numbers of classes and students in the KG system over the last 5 years and gives a good perspective on the expansion that is taking place.

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Table 2.2. Numbers of classes and students (excluding Al Azhar)

	1997-98	1998-99	1999-00	2000-01	% change
Public Arabic					
Classes	3374	4,130	4,817	5,349	59
Boys	54,227	64,822	74,408	83,067	53
Girls	47,954	57,454	65,312	72,718	52
Total	102,181	122,276	139,720	155,785	52
Public experimental					
Classes	732	795	989	1,261	72
Boys	16,305	16,400	19,560	23,965	47
Girls	14,222	14,751	17,597	21,260	49
Total	30,527	31,151	37,157	45,225	48
Subtotal for public sector					
Classes	4,106	4,925	5,806	6,610	61
Boys	70,532	81,222	93,968	107,032	52
Girls	62,176	72,205	82,909	93,978	51
Total	132,708	153,427	176,877	201,010	51
Girls %	47%	47%	47%	47%	
Private Arabic					
Classes	3,850	3,768	3,861	4,012	4
Boys	70,996	63,444	64,068	63,312	-11
Girls	66,012	58,312	59,218	60,220	-9
Total	137,008	121,756	123,286	123,532	-10
Private experimental					
Classes	1,535	1,610	1,760	1,879	22
Boys	25,323	24,753	26,612	48,188	90
Girls	25,340	24,041	26,417	28,018	11
Total	50,663	48,794	53,029	76,206	50
Subtotal of private sector					
Classes	5,385	5,378	5,621	5,891	9
Boys	96,319	88,197	90,680	111,500	16
Girls	91,352	82,353	85,635	88,238	-3
Total	187,671	170,550	176,315	199,738	6
Girls %	49%	48%	49%	44%	
Total of public and private					
Classes	9,491	10,303	11,427	12,501	32
Boys	166,851	169,419	184,648	218,532	31
Girls	153,528	154,558	168,544	182,216	19
Total	320,379	323,977	353,192	400,748	25
Girls %	48%	48%	48%	45%	

Source: Ministry of Education

Per table 2.2, in the last four years, girls have consistently been at 47 percent of the total students enrolled. Although the number of KG schools is increasing at a fast rate for the experimental schools, the actual number of students are increasing at a faster rate in the public sector Arabic schools, 52 percent overall versus 48 percent in the experimental schools. In the private sector, the number of girls enrolled is slightly larger at 48 percent. However, in the last two years, the number of boys dramatically increased, bringing the ratio of girls down to about 45 percent of the total children enrolled in the private sector. The number of children in the private Arabic system has declined by 10 percent in the last four years. Finally, the children enrolled in the private KG system are almost 49 per cent of the total public and private together.

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The following table presents details on the personnel and staff that are working at the KG level in both the public and private systems (excluding Al Azhar).

Table 2.3. Personnel and staff by gender and type of KG

		1997-98	1998-99	1999-00	2000-01	Percent change (%)
Public Arabic						
Director	Men	936	1,103	1,319	1,360	45
	Women	388	430	569	533	37
Supervisor	Men	467	48	666	578	24
	Women	270	271	366	329	22
Head teacher	Men	1	0	0	0	-100
	Women	218	337	516	703	222
Teacher	Men	6	8	7	4	-33
	Women	4,684	6,282	6,851	7,619	63
Social worker	Employee	196	229	167	176	-10
	Contract	166	232	339	461	178
Public experimental						
Director	Men	31	26	60	61	97
	Women	65	65	105	80	23
Supervisor	Men	7	9	29	25	257
	Women	49	60	56	64	31
Head teacher	Men	1	1	1	1	0
	Women	82	96	124	158	93
Teacher	Men	16	21	14	12	-25
	Women	1,137	1,222	1,458	1,801	58
Social worker	Employee	55	60	38	46	-16
	Contract	18	27	62	120	567
Subtotal for public						
Director	Men	967	1,129	1,379	1,421	142
	Women	453	495	674	613	60
Supervisor	Men	474	57	695	603	281
	Women	319	331	422	393	52
Head teacher	Men	2	1	1	1	-100
	Women	300	433	640	861	315
Teacher	Men	22	29	21	16	-58
	Women	5,821	7,504	8,309	9,420	121
Social worker	Employee	251	289	205	222	-27
	Contract	184	259	401	581	744
Private Arabic						
Director	Men	506	408	407	430	-15
	Women	198	198	216	244	23
Supervisor	Men	177	156	135	167	-6
	Women	257	219	247	222	-14
Head teacher	Men	0	1	1	1	N.A.
	Women	47	45	38	33	-30
Teacher	Men	20	14	10	10	-50
	Women	5,078	5,162	5,251	5,508	8
Social worker	Employee	155	177	109	91	-41
	Contract	68	62	125	189	178

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Table 2.3. Personnel and staff by gender and type of KG (Continued)

		1997-98	1998-99	1999-00	2000-01	% change
Private experimental						
Director	Men	103	98	109	106	3
	Women	151	116	174	140	-7
Supervisor	Men	23	29	22	30	30
	Women	171	145	143	133	-22
Head teacher	Men	1	1	2	1	0
	Women	36	47	50	59	64
Teacher	Men	26	18	12	53	104
	Women	2,537	2,626	2,888	2,959	17
Social worker	Employee	81	114	62	73	-10
	Contract	31	24	75	93	200
Subtotal for private						
Director	Men	609	506	516	536	-12
	Women	349	314	390	384	16
Supervisor	Men	200	185	157	197	25
	Women	428	364	390	355	-36
Head teacher	Men	1	2	3	2	N.A.
	Women	83	92	88	92	34
Teacher	Men	46	32	22	63	54
	Women	7,615	7,788	8,139	8,467	25
Social worker	Employee	236	291	171	164	-51
	Contract	99	86	200	282	378
Total of public and private						
Director	Men	1,576	1,635	1,895	1,957	24
	Women	802	809	1064	997	24
Supervisor	Men	674	242	852	800	19
	Women	747	695	812	748	0
Head teacher	Men	3	3	4	3	0
	Women	383	525	728	953	149
Teacher	Men	68	61	43	79	16
	Women	13,436	15,292	16,448	17,887	33
Social worker	Employee	487	580	376	386	-21
	Contract	283	345	601	863	205

Source: Ministry of Education

As presented in Table 2.3, the number of men at the head teacher and teacher level are quite negligible and in fact decreasing in number in the last four years. However, in the private experimental system the number of men teachers have increased in the last year after showing a declining trend just as in the other subsectors. At the director level, the increase for men is substantial in the public sector, yet there is a decline in the private sector[2]. Similarly, at the supervisory level, the number of men employed has dramatically increased. Both results imply that women continue to trail behind men at the higher supervisory levels, especially in the public sector. Finally it is interesting to note that for data for social workers, both men and women, which is presented as regular versus contract employees, the number of employees being hired on contract seems to be increasing rapidly, with a simultaneous fall in the number of employees in the regular service. It would be further interesting to see that distribution in the other

[2] The categories of director and supervisor are most probably for all primary staff positions, and not just for kindergarten, although the data reflected is a part of the kindergarten database.

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types of staff, but the data are not thus broken up in MOE publications. However, discussions with staff at the MOE, at the teaching academy in Cairo, and with representatives of the Ministry of Higher Education (MOHE) point toward the fact that the appointment of KG teachers is rapidly being "deregularized", indicating a move towards privatization of the teaching profession, at least for KG.

Table 2.4. Personnel according to qualifications (excluding Al Azhar)

	1997-98	1998-99	1999-00	2000-01	% change
Public Arabic					
High level ECE specialist	3,484	5,059	5,944	6,579	89
High level non-ECE spec	334	536	520	958	187
Mid level ECE spec	408	391	394	441	8
Mid level non-ECE spec	672	609	506	611	-9
Below the above	10	32	10	22	120
Public experimental					
High level specialist in ECE	1,078	1,208	1,407	1,788	66
High level nonspec/ECE	69	77	94	132	91
Mid level spec/ECE	48	26	63	43	-10
Mid level non spec/ECE	39	27	33	33	-15
Below the above	2	2	0	5	150
Subtotal of public					
High level specialist in ECE	4,562	5,136	7,351	8,367	83
High level nonspec/ECE	403	562	614	1,090	170
Mid level spec/ECE	456	418	457	484	6
Mid level non spec/ECE	711	611	539	644	-9
Below the above	12	32	10	27	125
Private Arabic					
High level specialist in ECE	337	488	997	1,684	400
High level nonspec/ECE	3,235	3,462	3,225	2,985	-8
Mid level spec/ECE	84	62	84	102	21
Mid level non spec/ECE	1,388	1,154	944	746	-46
Below the above	100	56	50	44	-56
Private experimental					
High level specialist in ECE	239	256	461	615	157
High level nonspec/ECE	2,027	2,109	2,235	2,277	12
Mid level spec/ECE	27	51	48	17	-37
Mid level non spec/ECE	256	235	185	191	-25
Below the above	53	41	23	37	-30
Subtotal for private					
High level specialist in ECE	576	744	1,458	2,299	299
High level nonspec/ECE	5,262	5,571	5,460	5,262	0
Mid level spec/ECE	111	113	132	119	7
Mid level non spec/ECE	1,644	1,389	1,129	937	-43
Below the above	153	97	73	81	-47
Total for public and private					
High level specialist in ECE	5,138	5,880	8,809	10,666	108
High level nonspec/ECE	5,665	6,133	6,074	6,352	12
Mid level spec/ECE	567	531	589	603	6
Mid level non spec/ECE	2,355	2,000	1,668	1,581	-33
Below the above	165	129	83	108	-35
Grand total of all staff	13,890	14,673	17,223	19,310	39

Source: Ministry of Education

The data presented in Table 2.4 show the personnel employed according to qualifications in both the public and private sectors in the KG system. The high level ECE specialists are in the greatest number, followed by the high level non-ECE specialists, the midlevel ECE specialists, the midlevel non-ECE specialists, and finally the lowest category vis a vis qualifications. The percentage increases for the high level ECE specialists are also quite remarkable for the last 4 years, demonstrating the seriousness of the GOE in expanding the KG subsector, and providing for quality education in this subsector. The private sector has also been rapidly expanding its stock of high level ECE specialists, reinforcing the finding that there is an large supply of trained ECE teachers that are graduating from universities, with the private sector also benefiting from this abundance of ECE teachers. The results also indicate that there is more demand for a well-qualified work force at the KG level.

The Al Azhar data has also been updated by the team to include the numbers in the KG system even though the system started relatively recently and is still fairly small.

Table 2.5. Al Azhar summary statistics

Year	School/ Institute	Classes	Students			Teachers		
			Boys	Girls	Total	Men	Women	Total
1998-99	92	270	3,497	2,983	6,480	0	254	254
1999-00	135	404	7,584	6,174	13,758	0	433	433
2000-01	139	427	8,252	6,845	15,097	0	511	511
Percent	51	58	136	129	133	0	101	101

Source: Al Azhar schools

Table 2.5 results show that there is once again a rapid increase in the KG schools, classes, children and teachers in the Al Azhar system. The detailed tables for distribution of increase per governate/district are included as an annex to this report. The data can be further compared to the public and private system.

Table 2.6. Public, private & Al Azhar KG system schools - summary statistics - 2000-01

Public Sch'ls	Private Sch'ls	Al Azhar Sch'ls	Total Sch'ls	Al Azhar/ Private	Public Childrn	Private childrn	Al Azhar Childrn	Total Childrn	Al Azhar/ private
2,797	1,194	139	4,130	12%	201,010	199,738	15,097	415,845	8%

Source: MOE and Al Azhar

Inclusion of Al Azhar religious schools increases total number of KG schools to 4,130 and total children in KG schools/classes to 415,845. Al Azhar is 12 percent as large as the rest of the private school system vis a vis registered private schools and 8 percent of total enrollment in private schools. Together Al Azhar and other private schools are almost 32 percent of total schools, and 52 percent of total enrolled KG children.

At this point of the analysis we can add an estimate of the number of children enrolled in KG classes that are part of the private/NGO sectors nursery school system.

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Table 2.7. An estimate of KG enrollment in the nursery school system

Total Number of Nurseries		7,927
of which there are	For infants	929
	Regular	5,261
	Combined	1,737
	Total	7,927
	Total regular + comb	6,998
	Reg + combined %	80%
Enrollment in all nurseries		629,912
of which KG is estimated as*		27,800

Source: MISA

Note: *80% of total nursery enrollment is a crude estimate of all KG classes children in the nursery sector and assuming that all regular and combined nurseries cater to KG children and that the KG children in these are say, half of the total, which is probably an underestimate.

If the sum of 27,000 is added to the earlier figure of the private sector, the total number of KG children in the private sector (private per MOE, Al Azhar, and MISA) we have the following summation:

Table 2.8. Adding an estimate of KG children in nurseries – Year 2000-01

Public	Private	Al Azhar	Nurseries	Total	Total private/public
201,010	199,738	15,097	27,000	442,845	55%

Source: MOE, Al Azhar and MISA

MISA KG figure is estimated

The table shows that the total private sector provision for KG is currently greater than that of the public sector. However, as was presented earlier, the public sector KG provision is increasing at a much more rapid pace.

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3

TEACHER TRAINING

The two main institutions for training kindergarten teachers are the public Universities in Alexandria and Cairo (Dokki). Both institutions offer the same four-year diploma program in early childhood development and each has graduated approximately 600 to 700 women annually for the past several years. Most of the other ten public universities offer smaller programs from divisions within their Faculties of Education. The aggregate total of graduates from these programs for 1999-2000 was 6,243 (see below).

Table 3.1 Number of preschool major graduates from all ECE faculties

Faculty	1997-98	1998-99	1999-00
Cairo	598	702	969
Alexandria	666	775	433
Subtotal	1,264	1,477	1,402
Educ faculty	1,145	2,565	3,494
Exp educ faculty	742	1,054	1,075
Ain shams girls	88	211	272
Subtotal	1,975	3,830	4,841
Total	3,239	5,307	6,243
% change over 2 years		64%	18%

Source: Supreme Council of Universities

This information shows that substantial numbers of KG teachers are being trained both at the specialized KG faculties (Dokki and Alexandria) and at the education departments of several of the other public universities (see table annexes for details).

It is interesting to note that none of the private sector universities offer training for KG teachers. The reasons for this may be that first, the public sector, always the preferred sector to work in, seems to be hiring very few teachers on other than a contract basis. Second, since a negligible number of teachers is getting the more attractive public sector jobs on a regular basis, they would not be interested in paying for the program at a private university, when the tuition charges are almost negligible at a public university.

It is also noteworthy that the public sector is quite heavily subsidizing KG education by providing a fairly large trained resource of teachers to the private sector. Some aggregate information provided by the Supreme Council of Universities shows that the approximate cost to the public of providing a four-year university education is about LE 4,500 (excluding capital costs). The cost for a KG teacher at a public university is estimated to be the same according to this data. Hence, in calculations of social rates of return for KG education, it would be useful to include the cost of teachers to the public, most of whom are being utilized by the private sector.

On the other hand, the government is charging for KG education. Moreover, children in the public schooling sector are paying quite heavily for extra tuition, thus bearing a substantial cost burden, even for public education. In conclusion, it would be useful to keep in mind the various existing distortions that are affecting supply and demand for KG education, and especially that of KG teachers.

4

PUBLIC AND PRIVATE KINDERGARTENS

Although there is no policy against men working in kindergartens, there has been only one class several years ago at Helwan University that contained male students. For the 2000-2001 school year, there are 163 males out of a total of 18, 922 kindergarten teachers (Ministry of Education, Early Childhood Education Department). Most of the men (83 percent) are in the private sector. There is currently discussion within the Ministry of Education of establishing a policy that would exclude men since many think it inappropriate for them to be involved in some of the physical aspects of training girls at kindergarten age.

The regional universities tend to draw students from their immediate vicinities. The major programs in Alexandria and Cairo offer boarding facilities and therefore have students from different parts of the country. Over half the women in the Dokki program board in residence halls at the University of Cairo.

The training at Dokki and Alexandria appears to have an effective mixture of classroom lectures, guided observation and practical hands-on experience. During the first two years of the program, children are invited in from nearby kindergartens to participate in the laboratory classroom while being observed behind one-way mirrors by the first and second year students. These two-hour observations take place three times a week and are followed by class discussions. During years three and four, students spend one day a week in neighborhood kindergarten classrooms under the supervision of faculty and MOE technical supervisors. Since, from the Dokki program alone, 1200 students practice teaching each week, it is questionable how effective the supervision can be with such large numbers. Fewer than 10 percent of the students drop out of the program during the four years.

The Dean of the Dokki program also expressed an interest in updating the curriculum so that it included more on special needs children, more input on motor skills, environment, agriculture and music. She thought the Ministry of Education excluded the university faculty in the development of curriculum and this often led to a schism between the curriculum issued by the MOE and the reality faced by the new teachers. For example, current policy discourages teaching reading skills directly, but in practice there is a great deal of pressure from parents to do just that.

A graduate of a four-year diploma program entering into the public workforce begins as a Class III employee as does every other teacher hired by the government. The beginning salary is 90 LE and with incentives reaches 120 LE per month (approximately $1.00 a day!). Since there is a special allowance for English teaching, teachers in public experimental kindergartens receive an extra allowance. Although private sector kindergartens in major urban areas often offer higher salaries, most women prefer to work in government schools because of the job security. There is the reported practice by the private sector of firing teachers after two months into the school year in order to hire from the over-supply of available teachers in urban areas at lower salaries and to repeat this cycle every two to three months.

The number of students in the major programs in Cairo (Dokki) and Alexandria has dropped precipitously over the past few years. In 1997/98, there were 722 newly admitted students in Dokki and 605 in Alexandria. In 1999/2000, there were 413 in Dokki and 288 in Alexandria (Ministry of Higher Education). This trend is in response to the fact that for the past five years the Ministry of Education has severely limited its budget to hire new kindergarten teachers. For example, only 15 graduates from the 600 graduates of the Dokki program are able to find employment teaching in government schools. Many are simply staying home and not entering the job market.

Over the past several years, kindergarten has gained legitimacy as an important part of the primary system in Egypt. Establishing a policy in 1992 that all new primary schools must have kindergarten classrooms was a strong push in that direction. More recently, within the university system an Early Childhood Sector Council was constituted with the distinguished Dr. Laila Karam El Din as Director and representatives from all the public universities are participating in the Council. This group is to give strategic and policy advice on the development of early childhood programs. Another sign of increased status within the university is the fact that ECE professors now sit on university-wide faculty promotion panels from which they were formerly excluded.

The normal university tuition for a student in the early childhood program is 70 LE per year. Books cost an additional 240 LE per year but approximately one-third of the students in the Dokki program cannot afford to pay for their books. The University of Cairo covers the cost of books for those students with an annual budget allocation of approximately 26,000 LE. The faculty costs in the same program average 1750 LE (range 1000-2500) per month for the 12 Ph.D. professors and 550 LE (range 320-800) per month for the 33 faculty with bachelors and masters degrees. The Dean of the Dokki program thought the school could handle 5000 students (currently 3000) with the current faculty.

If the building addition could be completed (it has been in progress for three years but lacks funds to finish), then she thought the school could increase to 7000 with the present faculty.

In 2000/2001, approximately 56 percent of the nearly 19,000 kindergarten teachers have at least a bachelor's degree with a specialization in education and childhood (Ministry of Education, ECE). Approximately 80 percent of those in public kindergartens are so qualified because of the MOE requirements but the private kindergartens (26 percent) remain far below the public level especially in rural areas. In-service training is provided each month by the Ministry of Education for public kindergarten teachers using video conferencing centers available in all the governates.

5

THE MINISTRY OF INSURANCE AND SOCIAL AFFAIRS (MISA)

MISA has the responsibility of working with all private sector organizations that offer nursery and KG services. The following tables present the number and types of organizations that MISA deals with and also looks at how the Ministry targets its grants and other benefits. Table 5.1 shows that the majority of nurseries and KG schools registered with MISA are in Lower Egypt. However, 47% of the enrollment in these organizations is in Upper Egypt, which is relatively poorer. We have also compared to poverty and population statistics, but the trend is not clear especially at this macro level, except to say that registration seems to be following population absolute trends for each area.

In table 5.2, we can see that regular programs (beyond nursery) are the majority registered with MISA, and hence probably the most popular. In Lower Egypt, 84 percent are regular programs. Once again, it is of note that 44 percent of the programs registered are in Upper Egypt and 41 percent in the urban governates.

Table 5.3 shows that 64 percent of the organizations registered with MISA are NGOs, and 33 percent are individual. These figures demonstrate the high level of NGO provision for the KG subsector.

Finally Table 5.4 presents a picture of the human resources available to the KG sector registered with MISA. The majority is at the supervisory level at 42 percent of the total and 30 percent are nannies, reflecting also the number of organization providing KG services and those that provide nursery services also. These numbers also reinforce that the majority of these organizations are offering KG classes.

Table 5.1. Nation Wide statistics of nurseries for the 3-month period Oct-Dec 2000

# Governate/ Area	Social Directories	Social Units	# of nurseries	Percent of total	Capacity	Number Enrolled	Enrolled/ Total	Poor persons - % of total Total 1995-96	Percent Population 1996
Urban governates	44	345	1,818	23%	156,939	108,399	17%	16	19%
Lower Egypt	195	790	3,117	39%	214,075	211,561	34%	17	44%
Upper Egypt	90	695	2,692	34%	294,371	293,991	47%	34	36%
Frontier governates	31	128	300	4%	16,440	16,111	3%	16	1%
Total Egypt	360	1,958	7,927	100%	681,825	630,062	100%	23	100%

Source: MISA and INP data for number of poor and population.

Table 5.2. Kind of care programs with MISA

Governate/ Area	Infants	Regular	Combined	Total	Regular/ Total	Total/ Grand total
Urban governates	185	921	712	1,818	51%	41%
Lower Egypt	293	2,611	213	3,117	84%	12%
Upper Egypt	382	1,543	767	2,692	57%	44%
Frontier governates	69	186	45	300	62%	3%
Total Egypt	929	5,261	1737	7,927	66%	100%

Source: MISA

Table 5.3. Classification of organization registered with MISA

Governate/ Area	NGO	Individual	Youth Centers	Factories/ Companies	Local units	Other	Total	NGO/ Total
Urban governates	1,040	701	1	35	0	41	1,818	57%
Lower Egypt	1,923	1,094	11	32	41	16	3,117	62%
Upper Egypt	1,832	788	10	25	6	31	2,692	68%
Frontier governates	282	15	1	1	0	1	300	94%
Total Egypt	5,077	2,598	23	93	47	89	7,927	64%

Source: MISA

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Table 5.4. Human resource situation in organizations with MISA

Governate/ Area	Director	Supervisor	Secretary	Caretaker/ nanny	Other	Total	Director %	Supervisor %	Secretary %	Nanny %
Urban governates	1,620	5,849	767	3,503	441	12,180	13%	48%	6%	29%
Lower Egypt	2,189	7,505	1,331	5,727	734	17,486	13%	43%	8%	33%
Upper Egypt	1,820	6,268	1,548	4,538	1,675	15,849	11%	40%	10%	29%
Frontier governates	200	478	123	629	357	1787	11%	27%	7%	35%
Total Egypt	5,829	20,100	3,769	14,397	3,207	47,302	12%	42%	8%	30%

Source: MISA

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The Ministry also trains staff in government and NGO organizations in ECE areas and table 5.5 presents both the numbers trained and costs associated with the training.

Table 5.5. Numbers of Staff in Govt and Ngo's Trained by MISA – 1989-1999

Type of Trainee	Number of trainees	Cost
Supervisors	10,000	300,000
Directors	500	100,000
ECE specialists	1,000	20,000
ECE division heads	1,500	37,500
MISA Departments	800	24,000

Source: MISA

Various other training for ECE staff conducted by MISA is presented as follows in table 5.6 demonstrating the capability of MISA to conduct targeted short term training:

Table 5.6. Number of training workshops and number of trainees 1989-98

	Governate training centers		Imbaba training center	
Type of trainees	Workshops	Trainees	Workshops	Trainees
Nursery directors/	169	4409	51	1085
Managers				
Nursery supervisors	533	14705	85	1862
board members	124	4075	24	490
Technical	102	2427	16	329
Total	928	25616	176	3766

Source: MISA

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6

KG PROGRAMS OFFERED BY THE PRIVATE SECTOR (RELIGIOUS ORGANIZATIONS, NGOS, COMMERCIAL)

6.1 Al Azhar

The Al Azhar education system has steadily increased in size over the past ten years. In the 1998/99 school year it enrolled approximately 8 percent of the basic and secondary students in the country (Egypt Human Development Report 1998/99). The number of schools in 2000-01 is a little over 5,700 and the number of students just over 1.3 million. In addition, there are 139 kindergartens with a total enrollment of approximately 15,000 children throughout the country (Al Azhar Information Center).

A visit to the Alshuhada institute in Nasir City, a suburb of Cairo, and a conversation with Mrs. Sana, the manager of the overall kindergarten program, gave a first hand glimpse into the Al Azhar kindergarten system. There are four KG I classes with 119 students (56 boys and 63 girls) and five KG II classes with 145 students (73 boys and 72 girls) connected with this institute. For the nine classes there are 15 teachers, who are university graduates but not from the early childhood programs. Mrs. Sana has set up a system of using senior teachers to orient new teachers rather than any kind of formal pre-service or in-service training. The senior teachers are not specifically trained in early childhood education.

Parents pay approximately 350 LE for fees per child per year. This pays for all services including books and a light meal each day. The teachers are paid 200 LE per month (150 LE basic salary and 50 LE benefits) and the privileges such as maternity leave are the same as the Ministry of Education provides.

The national MOE curriculum is used for all Al Azhar kindergarten classes.[3] This seems to be the beginning and end of communication or coordination with the government's Ministry of Education. Donations from parents and community members help supplement the national curriculum. For example, one parent had donated 20 computers that were used by both the kindergarten and primary school students. The institute had a long waiting list of applicants for kindergarten classes but space was not available for expansion.

The teaching that was observed in these classrooms was very traditional and very static for the kindergarten level. All the desks were in rows with two students sitting together. There were few to none instructional games or toys but simply a chalk board, a book (usually in the teacher's hands) and an emphasis on group recitation. It appeared to be no different from what one would observe in any of the primary classrooms. In addition, the supervisor proudly commented that teachers give exams monthly as well as at the end of the school year, which calls into question the understanding of the national curriculum, which emphasizes the development of readiness skills. It does

[3] The cost per child is 36.50 LE for KG I and 35 LE for KG II according to the Al Azhar information center

demonstrate the pressure that kindergarten supervisors and teachers are under from parents to accelerate the teaching of reading and math to 4 and 5 year olds.

Given the fact that the Al Azhar education system is quickly approaching nearly 10 percent of the children enrolled in the nation's schools, it is important that representatives of that system be included in the government's coordinating committees at all levels. The difficulty the team experienced in trying to obtain data about the Al Azhar education system is indicative of this lack of communication and coordination

6.2 CARITAS

Another organization that has provided training services in the early childhood sector is CARITAS. Although it is a Christian religious organization, the beneficiaries are almost 95 percent Muslim. It began over 25 years ago working with their first kindergarten in 1976. Because of the shortage of funds, the organization now focuses almost exclusively on teacher training for kindergarten teachers.[4] The training takes place either in Cairo or Alexandria but it draws teachers from throughout the country. It consists of four sessions per year each four days long and they can accommodate approximately 50-60 participants each session. The participants pay only 10 LE per session. The total cost to CARITAS for each session is approximately 4000 LE.

The training is quite popular because the trainers keep up with modern methods of instruction and it is well known to be hands-on and very practical. The participants come from both government and private kindergartens and the certificate that is issued at the end is considered valuable for establishing future job qualifications. They are slowly decreasing the amount of training as the number of university programs increases.

6.3 NGOs

The bulk of the kindergartens in the country are run either by the government or private individuals within urban areas. There is, however, a small minority of kindergarten services sponsored by international non-governmental organizations (NGOs) in poorer areas of cities or in rural areas. The numbers are not large but they reach a clientele that would otherwise most likely be left out for the foreseeable future. The team visited with representatives of three of these organizations.

6.4 North South Consultants Exchange (NSCE)

This group is funded by the Van Leer Foundation to implement the "Children of the Nile" project in nine governorates. NSCE provides technical assistance and training to 30 focal non-governmental Egyptian organizations. These focal NGOs in turn are required to reach out to other organizations doing similar work in their geographic area. Currently, the network reaches approximately 130 kindergartens.

NSCE provides seven to ten days of training to kindergarten teachers who usually are girls that have completed ten years of schooling and are from the local community. They follow up with shorter training sessions during breaks and vacation throughout the year. Since the teachers are not qualified and their salaries are very low, even this little

[4] They still run five kindergartens

training is considered very valuable. Generally the NGO cannot afford to buy the national curriculum so the teachers have to make-do with whatever they can produce.

This project is connected with the Ministry of Social Welfare and the Van Leer funding is scheduled to end in 2003. One purpose of the project is to strengthen the capacity of the NGOs in the network so they can operate without external funding. Whether that objective can be achieved in the short time remaining is questionable.

6.5 CARE

CARE has developed an early childhood development model that is similar to the UNICEF Community School project. It works with the Community Development Associations in the rural villages of two governorates (Fayyoum and Suhag) and concentrates on training local girls as kindergarten teachers. The program is currently working with a total of 38 classrooms and 950 children.

CARE provides pre-service training that includes six days of general information about the society the teachers live in and then five days of technical training. Refresher training is given two or three times a year for four or five days. CARE did an analysis of the national kindergarten curriculum and extracted the core skills that need to be taught. By developing their own curriculum materials in this way they obtained the essence of the national curriculum but avoided the major expense of buying books the communities could not afford. They also added and deleted objectives to improve what they considered an outdated curriculum. CARE has also made a major effort to come up with indicators of successful impact realizing that sustainability after external funding is key to the whole effort.

7

CONSTRUCTION AND TARGETING OF THE POOREST SECTORS OF THE POPULATION

One optimistic scenario has posited that the private sector would continue to develop 50 percent of the new classrooms needed during the next ten years. This is based on the fact that approximately half the current classrooms are in the private sector. But analysis of the trend lines for the public and private expansion over the past eight years does not support much optimism. Before the government decided officially to support kindergartens, parents in major urban areas (Cairo, Giza, Alexandria) had already established a number of schools. In 1992/93, approximately 80 percent of the classrooms housed private kindergartens. In 1999/2000, that percentage has dropped to 49 and in absolute terms the private sector has added only 644 classrooms during the time that the government has constructed 4,617 new classrooms. In terms of classrooms the following table presents the status.

Table 7.1. Historical data for classrooms

Year	Classrooms		
	Public	Private	Total
1992-93	1,189	4,977	6,166
1993-94	5,806	5,621	11,427

Source: Ministry of Education

The urban governorates (Cairo, Giza, Alexandria) comprised 66 percent of the total kindergarten enrollment in 1993 but only 49 percent in 1999. In those seven years there was an increase of only 7,000 students from those three governorates, while the rest of the country increased kindergarten enrollment by 108,000 (MOE, Table 5 of WB tables?). There are two conclusions that can be drawn for future planning: one, the private sector takes the initiative and has the resources to start kindergartens almost exclusively in major urban centers, and these three centers seem to have been saturated. And two, the government must target rural areas for public kindergartens if it hopes to accelerate the rate of growth and meet the unmet demand.

An analysis of the future construction plans by the General Authority for Educational Buildings (GAEB) for 2010 reveals targeting will take place in favor of the poorer governorates. The urban governorates (Cairo, Alexandria, Port-Said, Suez) will receive 15 percent of the new classrooms while the 18 governorates of Upper and Lower Egypt will receive approximately 42 percent classrooms each. It will be important to further target within the governorates so that the poorer sections are favored. The following table illustrates these points.

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Table 7.2. Number of KG classrooms to be constructed by 2005 and 2010 – Data from GAEB data

	Governate/ Area	Number Class Rooms till 2005	Number Class rooms till 2010	% of classrooms out of total		Poor persons (INP data)% of total		Popu-lation 1996 (000)	Gov pop/ total pop %
				2005	2010	Total 1995-96	Ultra poor 1995-96		
	Urban governates			**8.90%**	**15.48%**	**16**	**5.2**	**11,030**	**19%**
1	Cairo	566	3,871	4.34%	9.54%	10.8	2.9	6,801	11%
2	Alexandria	403	1,942	3.09%	4.78%	29.4	10.7	3,339	6%
3	Port-Said	102	246	0.78%	0.61%	3.7	2.1	472	1%
4	Suez	89	226	0.68%	0.56%	2.4	1.2	418	1%
	Lower Egypt			**48.57%**	**42.24%**	**17.1**	**4.3**	**25,819**	**44%**
5	Damietta	283	563	2.17%	1.39%	0.7	0	914	2%
6	Dakahlia	1,059	2,745	8.13%	6.76%	11.4	1.8	4,224	7%
7	Sharkiah	1,171	2,909	8.99%	7.17%	13.9	1.9	4,281	7%
8	Kalyoubiah	512	2,017	3.93%	4.97%	28.3	8.8	3,301	6%
9	Kafr El Sheikh	656	1,549	5.03%	3.82%	10.1	2.6	2,224	4%
10	Gharbia	611	2,218	4.69%	5.46%	9.4	1.6	3,406	6%
11	Menoufia	677	1,874	5.19%	4.62%	22.8	8.2	2,760	5%
12	Behera	1,064	2,815	8.16%	6.93%	28.5	7.3	3,994	7%
13	Ismailia	297	456	2.28%	1.12%	9.7	4	715	1%
	Upper Egypt			**37.45%**	**41.37%**	**34.1**	**12.4**	**21,645**	**36%**
14	Giza	546	3,125	4.19%	7.70%	12	2.6	4,784	8%
15	Beni Suef	484	1,431	3.71%	3.53%	34	10.7	1,859	3%
16	Fayoum	479	1,540	3.68%	3.79%	40.6	14	1,990	3%
17	Menia	635	2,721	4.87%	6.70%	35.8	12.5	3,310	6%
18	Assyout	656	2,297	5.03%	5.66%	53.4	25.8	2,802	5%
19	Suhaj	827	2,501	6.35%	6.16%	39.4	12.3	3,123	5%
20	Quena	704	2,138	5.40%	5.27%	38.3	15.1	2,803	5%
21	Luxor	118	293	0.91%	0.72%	N.A.	N.A.	N.A.	N.A.
22	Aswan	431	746	3.31%	1.84%	30.8	10.1	974	2%
	Frontier governates			**5.08%**	**0.91%**	**16**	**3.6**	**818**	**1%**
23	Red Sea	69	48	0.53%	0.12%	Na	Na	157	0%
24	New Valley	137	74	1.05%	0.18%	Na	Na	142	0%
25	Matrouh	190	159	1.46%	0.39%	Na	Na	212	0%
26	Norh Sinai	182	85	1.40%	0.21%	Na	Na	252	0%
27	South Sinai	84	3	0.64%	0.01%	Na	Na	55	0%
	Total Egypt	**13,032**	**40,592**	**100.00%**	**100.00%**	**22.9**	**7.4**	**59,312**	**100.00 %**

Source: Classroom data from GAEB; data on poor persons and population from Institute of National Planning, Human Development Report, Egypt, 1998-99

According to the projections from GAEB, the number of additional KG classrooms constructed by 2005 will be 13,032 and by 2010 will be 40,592. In order to get a further understanding of the direction of GAEB's targeting, we have attempted to compare the percentage of poor and ultra poor in the areas where the classrooms are to be built, as well as a comparison based on percentage of population living in the different governates. Although it is not possible to fully analyze targeting of construction targets without further desegregated data, we can see that construction is going somewhat beyond simply keeping parity with population growth in the different areas. For

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instance in the urban governates, the percentage of classroom construction is somewhat below their share in the population, and in Upper Egypt it is higher. These projections would support that the Government of Egypt is planning to increase coverage in the more backward areas. However, it could be recommended that this focus be further reinforced. GOE could give even less coverage be given to urban areas, since

(1) these areas are already well covered by the private sector, and
(2) less GOE focus on the urban areas will ease the space for private sector investment since this sector is more likely to continue investing in urban areas.

8

PROJECTIONS OF NUMBERS AND COSTS FOR A 60 PERCENT KG COVERAGE

The team prepared estimates and projections for the future for numbers of children, teachers, etc., and these are presented below. The first table gives population projections for school age children if 60 percent are to be in KG by 2010. The year 2000 column gives the current situation. The projections for KG age children in the next 2 columns are from World Bank data. There would need to be a total increase of 412 percent of the number of children attending KG to meet the 60 percent target by 2010.

Table 8.1. Population projections for KG children (Need increase 60% by 2010)

	2000	2005	2010
Pop 4-5	3,258,800	3,332,300	3,418,100
KG public	201,010	416,537.5	1,025,430
KG private	199,738	416,537.5	1,025,430
Total	400,748	833,075	2,050,860
% change each 5 years		108%	146%
% change over 10 years			412%

Source: WB data

Table 8.2 presents historical data for the period 1997-2000 and population projections for 2005 and 2010, obtained from World Bank tables. The numbers show fairly substantial increases in the number of KG children each year for the last couple of years. We assume that this increase is one half each for the public and private sectors, as envisioned in the national plans.

Table 8.2. Children in KG till 2010

Children	1997	1998	1999	2000	2005	2010
Public	132,708	153,427	176,877	201,010	416,538	1,025,430
Private	187,671	170,550	176,315	199,738	416,537	1,025,430
TOTAL	320,379	323,977	353,192	400,748	833,075	2,050,860
% increase		1%	9%	13%		
Average increase	8%					

Source: MOE data, projection for 60% from pop data, World Bank tables
GAEB data for classrooms in 2005 and 2010

Table 8.3 presents the situation for classrooms. We have kept private sector increase of classrooms lower, although this can be higher. The public and private sector increases would add up to give the additional space needed for the 60 percent increase in KG school children by 2010. For the public sector it is projected by GAEB that classrooms will increase by 97 percent in 5 years and 211 percent in 10 years. The increase for both public and private that would be needed is quite substantial, 99 percent in 5 years and 180 percent in 10 years. There would be an additional 57,389 classrooms needed in 10 years per our computations.

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Table 8.3:Number of classrooms needed

Classrooms	1997	1998	1999	2000	2005	2010
Public	4,106	4,925	5,806	6,610	13,032	40,592
% change		20%	18%	14%	97%	211%
Private	5,385	5,378	5,621	5,891	11,901	29,298
% change		0%	5%	5%	102%	146%
TOTAL	9,491	10,303	11,427	12,501	24,933	69,890
% increase		9%	11%	9%	99%	180%
Average increase				10%		
Private/public classrooms	131%	109%	97%	89%	91%	72%
Additional classrooms in 10 years						57,389
Student/classroom						
Public	32	31	30	30	32	25
Private	35	32	31	34	35	35
					Projected>>>>>>>>>	

Source: MOE data and GAEB data for 2005 and 2010 classrooms
GAEB data for 2005 and 2010 classrooms

The student to classroom ratio, based on the GAEB projections, would be 32 for 2005 and 25 for 2010, for the public sector, if half the children enrolled in KG stayed with public sector schools. For the public sector, we are assuming that the student to classroom ratio would be higher, thus necessitating the construction of fewer classrooms as compared to the public sector, even though we are assuming the same number of children in each sector. If the student to classroom ratio is also raised in the public sector for 35 students per classroom, still fewer classrooms would be required overall, or 46,000, of which almost 41,000 are already planned to be covered by the public sector.

Table 8.4. Additional teachers required to reach the 60 percent target

	Assume that additional teachers required is same number as classrooms					51924
	1997	1998	1999	2000	2005	2010
Current	13,504	15,353	16,491	17,966	24,933	69,890
Student/teacher	24	21	21	22	33	29
New teachers produced each year in public sector				**6,243**	In 1999-00	
In ten years				**62,430**	In 2010	

Source: Mission projections

In table 8.4, if we assume that new teachers required is same as the number of additional classrooms, the number is 51,924. The teachers actually produced is 6,243 per year according to MOHE data, or the capacity to produce 62,430 teachers in ten years, more than what is needed.[5] The number of teachers needed each year would be about 5,190. However, if the higher student per class assumption is used, then the additional teachers needed are 46,000. If the current rate of teacher production continues at 6,300 ECE teachers each year, there could be an excess of about 16,000 teachers at the end of the ten year period.

[5] Note that Task 4 indicates that about 70,000 teachers needed per year. That is a typo since it probably is 7,000, which is still about 2,000 more than our estimate.

Table 8.5. Costs for public sector

Cost per Classroom (task 4)	Cost per Teacher (4 year grad) (Sup Coun)	Addt'l Classroom Public (2010-2000)	Addt'l Teachers	Total cost of addt'l classrooms million	Total cost of addt'l teachers million
7,250	18,000	40,592	57,389	294,292	1,033,002

Source: Mission projections

Finally, we are in a position to look at the costs to the system for an increase to 60 percent coverage. Cost per classroom estimate is taken from task 4, and the cost per teacher from MOHE data presented elsewhere in this report. Hence the cost of classrooms would be LE 294.292 million and the cost of training ECE teachers in four year programs would be a massive LE 1.033 billion.

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9

LEADERSHIP AND INTERNATIONAL BEST PRACTICES

Often the first battle in trying to establish widespread early childhood programs in a country is to convince senior policy makers that intervention in the early years is important. It often takes an extended time to convince decision makers that early intervention can be justified on economic as well as social grounds. That battle in Egypt has been won primarily because of the interest and commitment of the first lady, Mme. Mubarak. For the past ten years, she has taken the lead in molding public opinion and giving impetus to government programs that directly benefit young children. She recently stated: "Our concern for the protection and development of childhood and motherhood in Egypt springs from our conviction that it constitutes the very essence of our future plans and of any step taken on the road leading to the progress and prosperity of our society. Indeed, all our hopes are based on healthy and enlightened children capable of learning and taking initiatives, children who can rise up to the challenges of both the present and the future, and who enjoy all their civic, educational social and cultural rights."

Just over ten years ago, the National Council for Childhood and Motherhood (NCCM) was established with the Prime Minister as chair and Ms. Mubarak as chairperson of the Advisory Technical Committee comprised of the ministers of social affairs, information, health, education, culture, planning, manpower and youth and sports. The main purpose of NCCM is to mobilize public opinion on the needs of the child and to propose national public policy that will guide the development of national plans of action. The outstanding record of the country on many social indicators affecting children is in part due to the leadership of NCCM.

Given the near universal enrollment of children in the primary grades, the government correctly turned to the preparation of children prior to first grade. In 1992, there was a Presidential decree issued at the Conference for Reform of Elementary Education that stated that henceforth all new government primary schools would have one kindergarten classroom for every six primary school classrooms. Public universities around the country established four-year teacher training programs with major ones at the University of Alexandria and the University of Cairo (Dokki). A separate department was established within the Ministry of Education to oversee the standards and quality of kindergarten instruction and t track the development of classes started by the private sector. Nearly two years ago a goal was set of enrolling 60 percent of the 4 and 5 year olds by the year 2010.

It is quite clear that for the kindergarten level the government has the determination and conviction to reach the 60 percent target by 2010. The elements of a successful strategy are also in place. However, the financial demands on the government to build the classrooms and hire the teachers to reach the goal are overwhelming. Realistically, the private sector will not continue to share half the burden of building and equipping kindergartens since the major urban areas are already saturated.[6] The major share will fall on the government. There is a real danger that the current determination will turn to

[6] The private sector has dropped from 80 percent of the classrooms to 49 percent over the past eight years

frustration unless more realistic targets are set that continue the momentum but stretch out the timeline.

There is already a major problem with the supply and demand of trained teachers. Because of very limited fiscal resources, the government is hiring very few graduates and the demand is not there from the private sector. The number of women entering the university teacher training programs is dropping and logically it will continue to drop until the demand for teachers picks up. On the other hand, the good news is that the country clearly has the capacity to produce enough trained teachers to make the 60 percent target.

The GAEB should not build any kindergarten classrooms in the major urban areas but rely upon the private sector to meet that need. As much as possible, construction funds should be targeted upon the poorer, rural sections of the country. It appears that GAEB may have been doing this over the past several years since the percentage of children in kindergarten from Cairo, Giza and Alexandria has dropped from 66 percent of the total in 1993 to 49 percent in 1999. This targeting would include adding kindergarten classrooms to existing schools in rural areas and not just relying upon new school starts.

It is recognized that in the rural areas and slum sections of urban areas children that join government sponsored nurseries often stay until they are 6 years old and ready for first grade. This is in violation of the government law of the child (No.12/1996) that authorizes nurseries to work with children up to 4 years of age but it is a reality that no one disputes. Until the government is in a better fiscal position to supply official kindergartens in these areas, it would make good sense to provide the official kindergarten curriculum and instructional materials for these 4 and 5 year olds and leave them in place. It is not clear how many children fall into this category but any number helps reduce the size of the gap between the 13 percent currently registered in kindergartens and the desired goal of 60 percent.

One other advantage of stretching out the timeline for reaching 60 percent is the issue of quality control. The teacher training programs for kindergarten teachers have the reputation of high quality training. Quickly doubling the number of students would put at risk the emphasis on practical training with close supervision, especially in years three and four, which currently gives strength to the programs. There simply would not be enough supervisors to handle the increased load.

Given the financial limitations of the government at the present time and the increasing importance felt by parents to enroll their children in kindergarten, the government could profitably explore ways of sharing the costs even in rural areas. Local Community Development Associations could help defray some costs if convinced that kindergarten is a priority and the school itself could look for ways to raise additional revenues. There are many examples of this already happening in small communities in Upper Egypt.

10

CONCLUSIONS AND RECOMMENDATIONS

10.1 Rapid expansion of kindergarten in both public and private spheres

Our discussions and analysis show that there is a great deal of importance given to the KG area by both the private sector and the public sector, in terms of supply of teachers, demand from parents, and the rapid establishment of KG schools. This is occurring in the public sector, the religious schools sector, the NGOs, and the commercial sector.

10.2 The role of classroom construction in overall planning for KG expansion

The data from GAEB point out that the government is moving towards increasing KG classrooms quite rapidly. The data regarding teacher training also indicates that the capacity exists for the supply of teachers to be increased to meet the needs of an expanding KG system. The GAEB was the only organization that had a specific plan in place for increasing classrooms to cover increased KG enrollment, both for the year 2005 and the year 2010. If GAEB goes ahead with its construction plans, it would be covering a major portion of the additional classroom requirements to reach the 60 percent target, with the private sector investing much less in the construction.

10.3 Rationalization of ECE teacher demand and supply

In one case at least, Dokki, the faculty is being expanded in anticipation of increased enrollment, and this needs rationalization. Enrollment has in fact been declining at the two major ECE faculties (Dokki and Alexandria), and we deduce the reason to be the very low rate of recruitment by government into the regular service. The alternative for these young women is to work on a contract basis for the private sector, which is open to problems, especially when well qualified teachers are available in abundance. We have shown that many more teachers seem to be graduating from ECE colleges than are possibly required.

10.4 Supply of teachers

Another suggestion is that the current oversupply of teachers, at primary and higher levels, be utilized for the KG sections for the future. Given the current low student to teacher ratio, it is felt that this ratio could be increased without affecting quality, and the resultant supply of teachers is provided short term training for transfer into the KG sector. It is a proposal that is worthy of merit, and of further investigation, and reflection will be required on the organizational restructuring aspects of this alternative recommendation.

10.5 Private sector benefiting from public sector investment

The private sector is benefiting from government investment in training of teachers. Also, if government construction targets go ahead as planned, the private sector would also be carrying less of the load in terms of infrastructure investment. The result is a

heavier burden on the government's purse than needs to be the case. Since traditionally private sector schools would appeal to parents with a bigger budget, the burden should be allowed to fall on the private sector, with a much larger reliance on market forces than is currently the case.

10.6 Importance of coordination

A crucial requirement for successful planning will be better coordination with the other sectors such as commercial, religious and NGOs. Officials at various tiers of government and private sector organizations pointed out the need for increased coordination of the various ministries, the religious sector, the NGOs, and the commercial sector to have a joint forum to discuss and plan together. The office of the MOE minister offered to have a meeting for such a forum in order to meet with our team and to develop an action plan for the future. Given the time constraints, the team was unable to do so, but that is a recommendation that needs to be followed up by the donors interested in the kindergarten system. The NCCM could provide leadership and resources for further refining of the vision of an increase in KG coverage, and for advocacy at all levels. The MOE would then have the responsibility for further strategizing and developing the plans.

10.7 Importance of targeting

With a solid coordination process in place, the government can also take a lead in further refining its work on identifying the geographical areas where more assistance is needed for the private sector and the public sector in terms of kindergarten expansion. Scarce resources can be focused in those areas, rather than more widely, especially with regards to teacher provision and classroom construction. A third more general educational area that needs urgent government attention is the anomalies in the system that lead parent's of children in the public sector to seek additional tutoring for their children, a situation they can ill afford, since the public education system is failing them in its provision.

10.8 Women in decision making positions

The analysis of the men and women being recruited into the public sector show that the number of men in supervisory and directorial positions has been increasing quite rapidly, with the rate of growth being much higher than that for women in similar positions. It is recommended that the MOE reflect on the reasons for this phenomenon, and deliberate on whether there can be a more effective organizational development to take forward a modern education system in Egypt.

ANNEX 1. ADDITIONAL TABLES

Table A.1.1. Al Azhar KG schools, classes, students and teachers – 1998-1999

	Name of Governate	School/ Institute	Classes	Students			Teachers		
				Boys	Girls	Total	Men	Women	Total
1	Cairo	20	80	726	672	1398	0	40	40
2	Kalyoubia	1	2	45	28	73	0	2	2
3	Menoufia	4	4	18	4	22	0	5	5
4	Gharbiah	3	10	227	209	436	0	28	28
5	Sharkia	10	22	336	487	823	0	38	38
6	Dakahlia	11	30	300	223	523	0	23	23
7	Kafr El-Sheikh	0	0	0	0	0	0	0	0
8	Bchera	0	0	0	0	0	0	0	0
9	Alexandria	6	20	209	168	377	0	10	10
10	Matrouh	0	0	0	0	0	0	0	0
11	Damietta	12	28	308	222	530	0	23	23
12	Port-Said	2	2	16	19	35	0	4	4
13	Ismailia	1	5	58	63	121	0	8	8
14	Suez	2	6	124	115	239	0	6	6
15	Norh Sinai	0	0	0	0	0	0	0	0
16	South Sinai	0	0	0	0	0	0	0	0
17	Giza	6	22	477	354	831	0	16	16
18	Fayyoum	0	0	0	0	0	0	0	0
19	Beni Suef	1	2	23	27	50	0	4	4
20	Menia	0	0	0	0	0	0	0	0
21	Assyout	5	20	306	169	475	0	20	20
22	New Valley	3	3	51	47	98	0	7	7
23	Suhaj	2	10	196	132	328	0	13	13
24	Quena	1	2	38	15	53	0	3	3
25	Luxor	0	0	0	0	0	0	0	0
26	Red Sea	0	0	0	0	0	0	0	0
27	Aswan	2	2	39	29	68	0	4	4
	Total	92	270	3,497	2,983	6,480	0	254	254

Source: Al Azhar Schools
Notes: 3 KG classrooms is the average per institute
Density is 36
Student/teacher = 29

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Table A.1.2. Al Azhar – 1999-2000

	Name Governate	School/ Institute	Classes	Students			Teachers		
				Boys	Girls	Total	Men	Women	Total
1	Cairo	36	146	3,075	2,619	5,694	0	168	168
2	Kalyoubia	2	3	60	52	112	0	5	5
3	Menoufia	11	22	263	240	503	0	14	14
4	Gharbiah	3	12	200	196	396	0	20	20
5	Sharkia	17	36	930	720	1,650	0	36	36
6	Dakahlia	17	40	579	493	1,072	0	25	25
7	Kafr El-Sheikh	0	0	0	0	0	0	0	0
8	Behera	0	0	0	0	0	0	0	0
9	Alexandria	9	25	417	357	774	0	11	11
10	Matrouh	0	0	0	0	0	0	0	0
11	Damietta	12	30	322	220	542	0	37	37
12	Port-Said	3	4	100	121	221	0	11	11
13	Ismailia	1	6	155	62	217	0	6	6
14	Suez	2	7	124	135	259	0	12	12
15	Norh Sinai	0	0	0	0	0	0	0	0
16	South Sinai	0	0	0	0	0	0	0	0
17	Giza	7	25	460	392	852	0	30	30
18	Fayyoum	0	0	0	0	0	0	0	0
19	Beni Suef	1	2	24	27	51	0	4	4
20	Menia	0	0	0	0	0	0	0	0
21	Assyout	6	24	474	260	734	0	26	26
22	New Valley	3	3	48	45	93	0	7	7
23	Suhaj	2	12	216	152	368	0	13	13
24	Quena	1	5	90	50	140	0	3	3
25	Luxor	0	0	0	0	0	0	0	0
26	Red Sea	0	0	0	0	0	0	0	0
27	Aswan	2	2	47	33	80	0	5	5
	Total	135	404	7,584	6,174	13,758	0	433	433

Source: Al Azhar

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Table A.1.3. Al Azhar – 2000-2001

	Name Governate	School/ Institute	Classes	Students			Teachers		
				Boys	girls	Total	Male	female	total
1	Cairo	36	148	3,091	2,700	5,791	0	170	170
2	Kalyoubia	2	4	73	58	131	0	7	7
3	Menoufia	12	24	283	240	523	0	14	14
4	Gharbiah	3	12	216	186	402	0	51	51
5	Sharkia	17	39	950	800	1,750	0	38	38
6	Dakahlia	17	44	644	532	1,176	0	36	36
7	Kafr El-Sheikh	0	0	0	0	0	0	0	0
8	Behera	0	0	0	0	0	0	0	0
9	Alexandria	11	29	626	546	1,172	0	11	11
10	Matrouh	0	0	0	0	0	0	0	0
11	Damietta	12	32	339	244	583	0	40	40
12	Port-Said	4	6	183	223	406	0	17	17
13	Ismailia	1	6	125	92	217	0	12	12
14	Suez	2	7	136	140	276	0	18	18
15	Norh Sinai	0	0	0	0	0	0	0	0
16	South Sinai	0	0	0	0	0	0	0	0
17	Giza	7	27	495	406	901	0	32	32
18	Fayyoum	0	0	0	0	0	0	0	0
19	Beni Suef	1	2	25	28	53	0	4	4
20	Menia	0	0	0	0	0	0	0	0
21	Assyout	6	24	642	350	992	0	33	33
22	New Valley	3	3	51	48	99	0	7	7
23	Suhaj	2	13	221	158	379	0	13	13
24	Quena	1	5	97	58	155	0	3	3
25	Luxor	0	0	0	0	0	0	0	0
26	Red Sea	0	0	0	0	0	0	0	0
27	Aswan	2	2	55	36	91	0	5	5
	Total	139	427	8,252	6,845	15,097	0	511	511

Source: Al Azhar

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Table A.2.1. ECE teachers – Enrolled and Graduates

A. Teachers in education departments in universities in public sector				
Name of Faculty	**1997-98**	**1998-99**	**1999-2000**	**1999-2000**
	Students Enrolled	**Students Enrolled**	**Students Enrolled**	**Graduates**
Beni Suef			350	0
Alexandria			1,377	318
Assyout			1,142	335
New Valley			64	0
Tantha			1,895	463
Kafr el sheikh		505	0	
El mansura			1,349	327
Domiat			425	109
Helwan			1,742	447
El minea			526	131
Shabeen el kom			1,130	159
Ismailia			521	146
Suhag			622	130
Qinna			873	0
Total	10,331	12,027	12,521	2565
Percent change		16%	4%	
Grad/enrolled	25%			
B. Experimental program s enrollment and graduates				
Fayoum		337	95	
Assyout		62	35	
Tamta		132	89	
Al mansoora		269	120	
Meet ghamr		407	71	
Meniat el nasr		393	117	
Domiat		287	84	
Azkazeek		867	119	
Benha		460	150	
Port-Said		74	32	
Qinna		201	142	
Total	4003	3489	1054	

C. Preschool Faculty	Enrolled	grad 98-99
Dokki	2645	702
Alexandria	1653	775
Total	4298	1477

	97-98	98-99	99-00
Girls in ain shams faculty	893	1019	939

Source: Supreme Council of Universities

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Table A.3.1. Nation Wide statistics of nurseries for the 3 month period Oct- December 2000

#	Governate/ Area	Social Directories	Social Units	# of nurseries	Percent of total	capacity	Number Enrolled	Enrolled/ Total	Poor persons (INP data) % of total	Population 1996 (000)	Gov pop/ Total pop %
	Urban governates	**44**	**345**	**1818**	**23%**	**156,939**	**108,399**	**17%**	**16**	**11,030**	**19%**
1	Cairo	29	173	1081	14%	88,704	56,208	9%	10.8	6,801	11%
2	Alexandria	6	89	521	7%	51,143	38,036	6%	29.4	3,339	6%
3	Port-Said	5	27	92	1%	7,425	4,890	1%	3.7	472	1%
4	Suez	4	56	124	2%	9,667	9,265	1%	2.4	418	1%
	Lower Egypt	**195**	**790**	**3117**	**39%**	**214,075**	**211,561**	**34%**	**17.1**	**25,819**	**44%**
5	Damietta	11	51	155	2%	11,290	17,490	3%	0.7	914	2%
6	Dakahlia	18	156	463	6%	42,110	46,637	7%	11.4	4,224	7%
7	Sharkia	18	131	326	4%	26,390	20,786	3%	13.9	4,281	7%
8	Kalyoubia	8	104	441	6%	3,500	3,395	1%	28.3	3,301	6%
9	Kafr El-Sheikh	10	92	189	2%	14,540	10,106	2%	10.1	2,224	4%
10	Gharbia	12	102	650	8%	58,860	57,880	9%	9.4	3,406	6%
11	Elmunufia	96	9	507	6%	35,475	34,900	6%	22.8	2,760	5%
12	Behera	14	109	268	3%	16,010	13,877	2%	28.5	3,994	7%
13	Ismailia	8	36	118	1%	5,900	6,490	1%	9.7	715	1%
	Upper Egypt	**90**	**695**	**2692**	**34%**	**294,371**	**293,991**	**47%**	**34.1**	**21,645**	**36%**
14	Giza	20	105	967	12%	200,550	200,550	32%	12	4,784	8%
15	Beni Suef	8	59	252	3%	13,300	12,340	2%	34	1,859	3%
16	Fayoum	5	59	187	2%	5,285	5,963	1%	40.6	1,990	3%
17	Menia	11	117	339	4%	16,950	13,560	2%	35.8	3,310	6%
18	Assyout	11	72	208	3%	10,465	8,471	1%	53.4	2,802	5%
19	Suhaj	11	96	180	2%	11,295	9,875	2%	39.4	3,123	5%
20	Quena	11	96	255	3%	17,135	27,400	4%	38.3	2,803	5%
21	Luxor	2	15	58	1%	4,000	3,150	0%	N.A.	N.A	N.A.
22	Aswan	11	76	246	3%	15,391	12,,682	2%	30.8	974	2%
	Frontier governates	**31**	**128**	**300**	**4%**	**16,440**	**16,111**	**3%**	**16**	**818**	**1%**
23	Red Sea	5	16	82	1%	4,070	3,640	1%	na	157	0%
24	New Valley	3	18	81	1%	3,350	4,700	1%	na	142	0%
25	Matrouh	8	47	47	1%	3,095	1,400	0%	na	212	0%
26	Norh Sinai	6	38	74	1%	5,200	5462	1%	na	252	0%
27	South Sinai	9	9	16	0%	725	909	0%	na	55	0%
	Total Egypt	**360**	**1958**	**7927**	**100%**	**681,825**	**630,062**	**100%**	**22.9**	**59,312**	**100%**

Source: MISA

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Table A.3.2. Kind of care programs – MISA for 3 month period

#	Governate/ Area	Infants	Regular	Combined	Total	regular/ total	Total/ Grand total
	Urban governates	**185**	**921**	**712**	**1,818**	**51%**	**41%**
1	Cairo	98	443	540	1,081	**41%**	31%
2	Alexandria	29	348	144	521	**67%**	8%
3	Port-Said	19	56	17	92	**61%**	1%
4	Suez	39	74	11	124	**60%**	1%
	Lower Egypt	**293**	**2.611**	**213**	**3,117**	**84%**	**12%**
5	Damietta	10	138	7	155	89%	0%
6	Dakahlia	40	401	22	463	87%	1%
7	Sharkia	29	268	29	326	82%	2%
8	Kalyoubia	60	375	6	441	85%	0%
9	Kafr El-Sheikh	15	136	38	189	72%	2%
10	Gharbia	42	590	18	650	91%	1%
11	Elmunufia	31	416	60	507	82%	3%
12	Behera	28	225	15	268	84%	1%
13	Ismailia	38	62	18	118	53%	1%
	Upper Egypt	**382**	**1.543**	**767**	**2,692**	**57%**	**44%**
14	Giza	29	415	523	967	43%	30%
15	Beni Suef	50	177	25	252	70%	1%
16	Fayoum	46	141	0	187	75%	0%
17	Menia	164	128	47	339	38%	3%
18	Assyout	22	119	67	208	57%	4%
19	Suhaj	25	129	26	180	72%	1%
20	Quena	40	215	0	255	84%	0%
21	Luxor	0	7	51	58	12%	3%
22	Aswan	6	212	28	246	86%	2%
	Frontier governates	**69**	**186**	**45**	**300**	**62%**	**3%**
23	Red Sea	26	56	0	82	68%	0%
24	New Valley	10	56	15	81	69%	1%
25	Matrouh	9	38	0	47	81%	0%
26	Norh Sinai	24	36	14	74	49%	1%
27	South Sinai	0	0	16	16	0%	1%
	Total Egypt	**929**	**5.261**	**1737**	**7,927**	**66%**	**100%**

Source: MISA

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Table A.3.3. Nature of the environment - MISA 3 month statistics

#	Governate/ Aren	Urban	Rural	Desert	Total	Urban/ Total
	Urban governates	**1759**	**52**	**7**	**1818**	**97%**
1	Cairo	1081	0	0	1081	100%
2	Alexandria	478	37	6	521	92%
3	Port-Said	88	4	0	92	96%
4	Suez	112	11	1	124	90%
	Lower Egypt	**1293**	**1801**	**23**	**3117**	**41%**
5	Damietta	47	108	0	155	30%
6	Dakahlia	177	286	0	463	38%
7	Sharkia	172	154	0	326	53%
8	Kalyoubia	207	234	0	441	47%
9	Kafr El-Sheikh	88	101	0	189	47%
10	Gharbia	266	384	0	650	41%
11	Elmunufia	132	375	0	507	26%
12	Behera	131	114	23	268	49%
13	Ismailia	73	45	0	118	62%
	Upper Egypt	**1340**	**1273**	**79**	**2692**	**50%**
14	Giza	503	446	18	967	52%
15	Beni Suef	109	125	18	252	43%
16	Fayoum	110	77	0	187	59%
17	Menia	151	188	0	339	45%
18	Assyout	127	81	0	208	61%
19	Suhaj	105	75	0	180	58%
20	Quena	126	124	5	255	49%
21	Luxor	24	34	0	58	41%
22	Aswan	85	123	38	246	35%
	Frontier governates	**78**	**0**	**222**	**300**	**26%**
23	Red Sea	0	0	82	82	0%
24	New Valley	0	0	81	81	0%
25	Matrouh	26	0	21	47	55%
26	Norh Sinai	52	0	22	74	70%
27	South Sinai	0	0	16	16	0%
	Total Egypt	**4470**	**3126**	**331**	**7927**	**56%**

Source: MISA

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Table A.3.4. Kind of fees – MISA 3 month statistics

#	Governate/ Area	Monthly fees	Annual Fees	Monthly %	Annual%	Meals			Grant			Planned	
						Yes	no	Yes%	Yes	No	Yes%	Yes	No
	Urban governates	**1,784**	**34**	**24%**	**6%**	**362**	**1,456**	**15%**	**716**	**1,102**	**26%**	**561**	**1257**
1	Cairo	1,062	19	15%	3%	265	816	11%	402	679	14%	320	761
2	Alexandria	506	15	7%	2%	90	431	4%	141	380	5%	72	449
3	Port-Said	92	0	1%	0%	7	85	0%	68	24	2%	64	28
4	Suez	124	0	2%	0%	0	124	0%	105	19	4%	105	19
	Lower Egypt	**2,670**	**447**	**37%**	**72%**	**1,161**	**1,956**	**49%**	**1,014**	**2,103**	**36%**	**787**	**2330**
5	Damietta	44	111	1%	18%	50	105	2%	51	104	2%	50	105
6	Dakahlia	176	287	2%	46%	18	445	1%	131	332	5%	96	367
7	Sharkia	313	13	4%	2%	111	215	5%	82	244	3%	82	244
8	Kalyoubia	441	0	6%	0%	64	377	3%	174	267	6%	174	267
9	Kafr El-Sheikh	189	0	3%	0%	128	61	5%	92	97	3%	59	130
10	Gharbia	617	33	8%	5%	160	490	7%	125	525	4%	52	598
11	Elmunufia	507	0	7%	0%	430	77	18%	185	322	7%	101	406
12	Behera	266	2	4%	0%	115	153	5%	89	179	3%	88	180
13	Ismailia	117	1	2%	0%	85	33	4%	85	33	3%	85	33
	Upper Egypt	**2,555**	**137**	**35%**	**22%**	**594**	**2,098**	**25%**	**862**	**1,830**	**31%**	**814**	**1878**
14	Giza	913	54	12%	9%	224	743	10%	205	762	7%	205	762
15	Beni Suef	252	0	3%	0%	31	221	1%	142	110	5%	142	110
16	Fayoum	181	6	2%	1%	40	147	2%	114	73	4%	114	73
17	Menia	339	0	5%	0%	126	213	5%	126	213	4%	126	213
18	Assyout	175	33	2%	5%	17	191	1%	77	131	3%	77	131
19	Suhaj	174	6	2%	1%	30	150	1%	70	110	2%	70	110
20	Quena	255	0	3%	0%	84	171	4%	98	157	3%	50	205
21	Luxor	23	35	0%	6%	17	41	1%	5	53	0%	5	53
22	Aswan	243	3	3%	0%	25	221	1%	25	221	1%	25	221
	Frontier governates	**300**	**0**	**4%**	**0%**	**231**	**69**	**10%**	**214**	**86**	**8%**	**214**	**86**
23	Red Sea	82	0	1%	0%	53	29	2%	70	12	2%	70	12
24	New Valley	81	0	1%	0%	81	0	3%	54	27	2%	54	27
25	Matrouh	47	0	1%	0%	44	3	2%	26	21	1%	26	21
26	Norh Sinai	74	0	1%	0%	53	21	2%	51	23	2%	51	23
27	South Sinai	16	0	0%	0%	0	16	0%	13	3	0%	13	3
	Total Egypt	**7,309**	**618**	**100%**	**100%**	**2,348**	**5,579**	**100%**	**2,806**	**5121**	**100%**	**2376**	**5551**

Source: MISA

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Table A.3.5 Classification of projects – MISA 3 month statistics

#	Governate/ Area	NGO	Individual	Youth Centers	Factories/Companies	Local units	Other	Total	NGO/ Total
	Urban governates	**1,040**	**701**	**1**	**35**	**0**	**41**	**1,818**	**57%**
1	Cairo	601	436	1	20	0	23	1081	56%
2	Alexandria	237	258	0	11	0	15	521	45%
3	Port-Said	80	6	0	3	0	3	92	87%
4	Suez	122	1	0	1	0	0	124	98%
	Lower Egypt	**1,923**	**1,094**	**11**	**32**	**41**	**16**	**3,117**	**62%**
5	Damietta	103	45	5	2	0	0	155	66%
6	Dakahlia	327	116	0	8	12	0	463	71%
7	Sharkia	195	117	0	1	12	1	326	60%
8	Kalyoubia	285	144	5	7	0	0	441	65%
9	Kafr El-Sheikh	131	55	0	0	0	3	189	69%
10	Gharbia	230	403	0	10	0	7	650	35%
11	Elmunufia	364	137	1	1	0	4	507	72%
12	Behera	189	76	0	3	0	0	268	71%
13	Ismailia	99	1	0	0	17	1	118	84%
	Upper Egypt	**1,832**	**788**	**10**	**25**	**6**	**31**	**2,692**	**68%**
14	Giza	250	689	6	18	4	0	967	26%
15	Beni Suef	223	18	0	0	0	11	252	88%
16	Fayoum	163	20	0	0	2	2	187	87%
17	Menia	336	3	0	0	0	0	339	99%
18	Assyout	175	30	0	1	0	2	208	84%
19	Suhaj	172	8	0	0	0	0	180	96%
20	Quena	237	5	2	2	0	9	255	93%
21	Luxor	54	4	0	0	0	0	58	93%
22	Aswan	222	11	2	4	0	7	246	90%
	Frontier governates	**282**	**15**	**1**	**1**	**0**	**1**	**300**	**94%**
23	Red Sea	79	2	0	0	0	1	82	96%
24	New Valley	81	0	0	0	0	0	81	100%
25	Matrouh	44	3	0	0	0	0	47	94%
26	Norh Sinai	65	8	0	1	0	0	74	88%
27	South Sinai	13	2	1	0	0	0	16	81%
	Total Egypt	**5,077**	**2,598**	**23**	**93**	**47**	**89**	**7,927**	**64%**

Source: MISA

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Table A.3.6. Human Resources at MISA associated ECE projects – 3 month statistics

#	Governate/ Area	Director	Supervisor	Secretary	Caretaker/ nanny	Other	Total	Director %	Supervisor %	Secretary %	Nanny %
	Urban governates	**1,620**	**5,849**	**767**	**3,503**	**441**	**12,180**	**13%**	**48%**	**6%**	**29%**
1	Cairo	970	3,192	354	2,295	182	**6,993**	14%	46%	5%	33%
2	Alexandria	499	1,980	276	918	84	**3,757**	13%	53%	7%	24%
3	Port-Said	84	385	83	135	125	**812**	10%	47%	10%	17%
4	Suez	67	292	54	155	50	**618**	11%	47%	9%	25%
	Lower Egypt	**2,189**	**7,505**	**1,331**	**5,727**	**734**	**17,486**	**13%**	**43%**	**8%**	**33%**
5	Damietta	97	386	121	343	0	**947**	10%	41%	13%	36%
6	Dakahlia	252	1,319	277	961	275	**3,084**	8%	43%	9%	31%
7	Sharkia	178	818	65	733	0	**1,794**	10%	46%	4%	41%
8	Kalyoubia	435	1,130	230	773	0	**2,568**	17%	44%	9%	30%
9	Kafr El-Sheikh	99	315	55	321	26	**816**	12%	39%	7%	39%
10	Gharbia	598	1,311	220	1,013	300	**3,442**	17%	38%	6%	29%
11	Elmunufia	285	1,380	320	790	0	**2,775**	10%	50%	12%	28%
12	Behera	153	623	43	563	108	**1,490**	10%	42%	3%	38%
13	Ismailia	92	223	0	230	25	**570**	16%	39%	0%	40%
	Upper Egypt	**1,820**	**6,268**	**1,548**	**4,538**	**1675**	**15,849**	**11%**	**40%**	**10%**	**29%**
14	Giza	967	3,022	824	1,563	925	**7,301**	13%	41%	11%	21%
15	Beni Suef	128	354	65	409	82	**1,038**	12%	34%	6%	39%
16	Fayoum	104	422	92	317	45	**980**	11%	43%	9%	32%
17	Menia	147	421	130	655	0	**1,353**	11%	31%	10%	48%
18	Assyout	79	543	48	432	47	**1,149**	7%	47%	4%	38%
19	Suhaj	102	446	0	484	0	**1,032**	10%	43%	0%	47%
20	Quena	83	663	139	343	154	**1,382**	6%	48%	10%	25%
21	Luxor	55	145	55	133	0	**388**	14%	37%	14%	34%
22	Aswan	155	252	195	202	422	**1,226**	13%	21%	16%	16%
	Frontier governates	**200**	**478**	**123**	**629**	**357**	**1,787**	**11%**	**27%**	**7%**	**35%**
23	Red Sea	35	153	35	168	146	**537**	7%	28%	7%	31%
24	New Valley	60	37	37	97	10	**241**	25%	15%	15%	40%
25	Matrouh	39	65	12	125	200	**441**	9%	15%	3%	28%
26	North Sinai	50	182	34	187	1	**454**	11%	40%	7%	41%
27	South Sinai	16	41	5	52	0	**114**	14%	36%	4%	46%
	Total Egypt	**5,829**	**20,100**	**3,769**	**14,397**	**3207**	**47,302**	**12%**	**42%**	**8%**	**30%**

Source: MISA

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Table A.3.7. MISA Nurseries – numbers and costs

Year	Number of		Cost of nursery		Grants to nurseries		Salary of caretaker	
	Infants Nursery	Regular Nursery	Infant LE (000)	Regular LE (000)	Infant LE (000)	Regular LE (000)	Infant LE	Regular LE
1995-96	76	154	1368	2310	532	1078	70	60
			Unit cost	Unit cost	Salaries	Salaries		
			18	15	304	616		
					Product'n	Product'n		
					228	462		
1996-97	58	124	1044	1860	406	868	70	60
			Unit cost	Unit Cost	Salaries	Salaries		
			18	15	232	496		
					Product'n	Product'n		
					174	372		
97-98	18	27	486	650	216	324	70	85
			Unit cost	Unit cost	Salaries	Salaries		
			27	24	132	189		
					Product'n	Product'n		
					94	135		
98-99	20	25	510	600	240	300	85	85
			Unit cost	Unit cost	Salaries	Salaries		
			25.5	24	140	175		
					Product'n	Product'n		
					100	125		
99-00	11	16	281	384	132	192	85	85
			Unit cost	Unit cost	Salaries	Salaries		
			25.5	24	77	112		
					Product'n	Product'n		
					55	80		
00-01	14	19	385	668	196	252	77	77
			Unit cost	Unit cost	Salaries	Salaries		
			27.5	26	98	126		
					Product'n	Product'n		
					98	126		
01-02	16	31	480	1161	224	465	77	80
			Unit cost	Unit cost	Salaries	Salaries		
			14	15	112	248		
					Product'n	Product'n		
					112	217		

Source: MISA

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ANNEX 2. PERSONS MET DURING THE ASSIGNMENT

NGOs and private sector

1. NSCE (North South Consultants Exchange)
   Mr. Ahmed Al Damrawy
   Head of Social Department
   27 Yehia Ibrahim St, Apt. 4, Zamalek, Cairo
   Tel: 20 2 735 1045, 736 4823, 737 0673
   Fax: 20 2 738 3091
   e-mail: aldamrawy@nsce-inter.com
   Web page: www.nsce-inter.com
   Material given:
   - brochure (Arabic) ECD Project
   - Presentation (Arabic) Children of the Nile , an Egyptian experiment of ECD project, conference paper, 2001
   - Booklet (English) Parents & ECD Programs, bulletin of Van Leer Foundation No.95, June 2000

2. CARE
   Ms. Magy Mahrous
   CASE project manager
   34 St. 106, Hadayeq El Maadi, Maadi, Cairo
   Tel: 20 2 526 3373, 526 0096
   Fax: 20 2 525 7074
   e-mail: mmahrous@egypt.care.org
   Material given:
   - brochure (English) Early Childhood Development Model
   - Community action in support of education (case)
   - Booklet (Arabic) CASE project July 1998 workshop
   - Book (Arabic) small school – Egyptian pilot project

3. Al Azhar Al Shareif
   Mr. Sayed Ahmed Ismail, General Manager of Technology and Information Center
   Mashiakhat al Azhar, al Husein, Cairo
   Tel: 20 2 592 5226
   Mrs. Sana Abdelfattah Khalil, KG Program Supervisor
   Tel: 20 2 271 1807
   Material given:
   - 3 year data of number of KG programs & students

4. Mrs. Ferial Faraj Misak
   KG supervisor (private & NGO) rural
   Shabeen el Kanater, Abu Za'abal
   Tel: 20 2 462 0783

5. CARITAS
   Mr. Paul Sarkis s.j., Director
   Ms. Samia Fikri, ECE Training Manager
   1 Mahmood Sidqi St, Khulousi, Chubra, PO Box 43, Cairo, 11231

Tel: 20 2 431 0201
Fax: 20 2 431 0213
e-mail : caritas@idsc.net.eg
cariteg@link.net

Material given:

- Caritas Annual Report 2000 (English)
- Handout of yearly training program content (Arabic)
- Training manual of workshops (Arabic)

Government Organizations

6. Ministry of Education (MOE)
   Mrs. Ayda Abdel Maqsood, Secretary General of ECE Department
   Al Falaki St, Downtown, Cairo
   Tel: 20 2 795 2663
   Material given:
   - Complete data base directory on KG sector public & private
   - Statistics of 3 years (Arabic)
   - Sample handouts of instructions distributed to teachers on certain events of celebration days

7. Ministry of Education Information Center
   Mr. Hamdi M. El Mihy, General Manager of Information and Computer
   Tel: 20 2 794 3658

8. University of Cairo ECE Faculty, Dokki, Cairo
   Dr. Mona Mohamed Ali Jadd, Dean of ECE Teacher Preparation Faculty
   Tel/fax: 20 2 336 9744
   e-mail: monagad16@yahoo.com

9. Ministry of Education
   Dr. El-Baz Abdel Rahman El-Baz, Undersecretary of State to General Education
   Tel: 20 2 795 1951

10. Ministry of Education
    Dr. Hassan Hussein Albillawi, Advisor to the Minister
    Tel: 20 2 794 9490, 578 7644, 578 7643

11. Ministry of Education, PPMU
    Dr. Nadia Gamal El Din, Technical Director
    Tel: 20 2 588 3360
    Fax: 20 2 588 3362
    e-mail: mervat@hotmail.com

12. Ministry of Insurance and Social Affairs (MISA)
    Mrs. Mufida Abdallah, General Director
    Room 50, Floor 4, Mojamaa' el tahrir, Tahrir square, Cairo
    Tel: 20 2 794443
    Material given:
    - complete data on nurseries, staff, etc. (Arabic)

13. National Council for Childhood and Motherhood (NCCM)
    Ambassador Mushira Khattab, Secretary General, NCCM
    Ambassador Mohamed Hussein El Sadr, Consultant to the Council
    Dr. Hoda S. El Saady, Director for Gender and Development
    Corniche El Maadi, PO Box 11, Misr el Kadima, Cairo
    Tel: 20 2 524 0288, 524 0701
    Fax: 20 2 524 0122
    e-mail: nccm2@intouch.com
    Material given: some data on schools, etc.

14. General Authority for Educational Buildings (GAEB)
    Mr. Samy Khodair, Undersecretary

Donors

15. USAID Cairo
    Ms. Michelle Ward-Brent
    Girl's Education Advisor
    Plot 1A, off ellaselki st, New Maadi, Cairo 11435
    Tel: 20 2 522 6834
    Fax: 20 2 516 4628
    e-mail: mward-brent@usaid.gov
    Material given:
    - Alam Simsim bulletin Sep. 2001 (English)
    - Alam Simsim Research Findings 2001 (English)
    - Paper Proposed Activity Design for Alam Simsim Preschool Ed. Program (English). *All to be used internally only.*

16. The World Bank Mission to Egypt
    Mr. Mahmoud Ayoub, Country Director
    World Trade Center, 1191 Corniche El Nil, 15th Floor, Boulak, Cairo
    Tel: 20 2 574 1670/1671, 574 1188
    Fax: 20 2 574 1676

17. The World Bank Mission to Egypt
    Mr. Mahmoud Gamal El Din, Senior Operations Officer
    Email: MGamalElDin@worldbank.org
    Cell: 012 329 5067

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